DOCUMENT RESUME

ED 347 695 EA 024 147

AUTHOR Fowler, William J., Jr.
TITLE What Are the Characteristics of Principals Identified As Effective by Teachers?
INSTITUTION National Center for Education Statistics (ED), Washington, DC.
PUB DATE Apr 91
NOTE 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Faint type in text, pages 1-16.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Characteristics; *Administrator Effectiveness; Administrator Evaluation; Administrator Responsibility; Elementary Secondary Education; *Principals; Public Schools; *Teacher Attitudes; *Time Management; Working Hours

ABSTRACT

This exploratory study investigated which characteristics of a principal are identified as effective by teachers in the same school setting. The data were obtained from the Schools and Staffing Study of 1988, from the National Center for Education Statistics (NCES). The Teacher Questionnaire of the Schools and Staffing Survey (SASS) questioned 52,000 teachers and their principals in 9,300 public schools in the 1987-88 school year. Using only public school responses by teachers that could be linked to a particular principal reduced the sample size to 39,014 teachers. Each teacher's responses on a Likert-like scale of 18 items were summed to create a scale assessing perceived principal effectiveness (PPE). The PPE composite scale yielded a Cronbach's Alpha of .9024, demonstrating a strong internal reliability coefficient. Findings indicated that principals with only a B.A. degree who were young, less experienced, lower salaried, female, and held elementary principalships in smaller communities were perceived by teachers to be more effective. Cautions about these findings are made until the PPE scale can receive an external validation. A second study of principals' perception of their time usage and its relationship to teachers' perceptions of effectiveness did not reveal any relationship between time usage and principal effectiveness. The appendix includes: Schools and Staffing Survey--School Administrator Questionnaire, 1987-88 and Schools and Staffing Survey--Public Teachers Questionnaire, 1987-88. (14 references) (CRW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED347695

What are the characteristics of principals identified as effective by teachers?

William J. Fowler, Jr.

OERI Senior Associate

Office of Educational Research and Improvement

National Center for Education Statistics

A paper presented to a symposium entitled

"Characteristics of Effective Schools"

at the

American Educational Research Association

Annual Meeting in Chicago, Illinois

April 4, 1991

This paper is intended to promote the exchange of ideas among researchers and policy makers. The views are those of the author, and no official support by the U.S. Department of Education is intended or should be inferred.

EA 024 147

BEST COPY AVAILABLE

ABSTRACT

This exploratory study investigates which characteristics of a principal are identified as effective by teachers in the same school setting. The data are obtained from the Schools and Staffing Study of 1988, from the National Center for Education Statistics (NCES) of the U.S. Department of Education. The Teacher Questionnaire of the Schools and Staffing Survey (SASS) questioned 52,000 teachers and their principals in 9,300 public schools in the 1987-88 school year. Using only public school responses by teachers that could be linked to a particular principal reduced the sample size to 39,014 teachers. Each teacher's responses on a Likert-like scale of eighteen items were summed to create a scale assessing perceived principal effectiveness (PPE). The PPE composite scale yielded a Cronbach's Alpha of .9024, demonstrating a strong internal reliability coefficient.

A strategy was devised of comparing principals' mean PPE scores of effectiveness, and comparing them on some attribute, such as urban status. A statistical procedure developed by WESTAT (1988) termed "WESVAR" produced weighted estimates and standard errors using a subroutine of the computer program Statistical Analysis System. Results from the WESVAR procedure permit examination of PPE means from the four effectiveness groupings and comparison of the groups on any given attribute, and the standard errors can be used to reveal significant differences in the estimates.

The analyses were carried out in three distinct phases. Principal attributes and mean PPE were first examined for degree status, previous teaching assignment, experience, salary, sex, race, hispanic origin, and age. Next to be examined were school characteristics, such as school size, school type (elementary, secondary), community type, percent of compensatory children and percent of children receiving free lunch, and the percent enrolled in college preparatory classes. Finally, an analysis is made of the principal's activity profile, in terms of how he perceives his time usage.

The results of the WESVAR procedure for the principal's attributes were as follows: principals with only a B.A. degree, who were younger, less experienced, lower salaried, female, and held elementary principalships in smaller communities had higher (PPE) scale scores than other principals, with the results statistically significant at the .05 level.

Considerable tentativeness must be applied to the findings until such time that replications confirm the external validity of the Perceived Principal Effectiveness (PPE) scale with school representative sample sizes of teacher respondents. In addition, a great deal of work must still be conducted to examine possible interactions between the variables of interest. If teachers do perceive less experienced, less degreed principals as more effective, the results have broad implications for education. Consider the implication that higher paid principals are perceived as less effective by teachers. It may be that their higher rates of compensation (in an organization where all salaries are public information) alone account for perceptions of lower effectiveness.

The second finding of interest is how principals perceive their time usage, and how that relates to teachers' perceptions of effectiveness. Suprisingly, differences in the work profiles of principals did not affect scores on the PPE. Perhaps principals simply do not have accurate recollections of the number of hours they spent in the last week on differing school-related activities. Or perhaps the survey did not represent a typical week. For whatever reasons, the anticipated finding that principals who spent less time on administration (budgeting, building management, scheduling, etc.) are more effective simply did not materialize.

BEST COPY AVAILABLE

I. Objectives of the Research

The School and Staffing Survey (SASS) of the National Center for Education Statistics (NCES) of the U.S. Department of Education is the most thorough and comprehensive survey in the history of American education concerning the school workforce. SASS is an integrated series of surveys of public and private schools, school districts, school principals and teachers, questioning 52,000 teachers and their principals in 9,300 public schools. The survey was administered for the first time in school year 1987-88. The purpose of this exploratory research was to investigate whether principals who scored more highly on an effectiveness scale possessed similar characteristics or beliefs. A subsidiary question was the degree to which the SASS data could be used to construct a reliable scale of a school principal's effectiveness as perceived by members of his teaching staff.

II. Literature Review

There has been confusion in the research literature regarding effective principals, in part because such principals have been perceived as a component of effective schools. The effective schools literature, so well advocated and portrayed by Ronald Edmonds until his sudden premature death, portrayed the principal as perhaps the crucial actor responsible for making the school more effective. Early 1980's research studies typically identified effective schools, i.e., those whose minority student body achieved at the same levels as the non-minority student body, and examined the beliefs, characteristics and actions of principals in such schools. Ron Edmonds' five basic characteristics of effective schools were: a strong, improvement-minded principal, high expectations, an orderly environment, focus on academic skills, and monitoring of student progress).

Robinson (1985) summarizes a cluster of studies that has come to be called the "effective schools research" that proport to demonstrate the basic differences in principal behavior between effective and noneffective schools. According to Robinson, principals in effective schools are characterized as being well organized, making frequent classroom visits, and conveying high expectations for students and staff. Effective schools have an orderly school climate; discipline that is clear, firm, and consistent; and parental involvement in student learning.

The initial studies of the effective principal were promising. Ogawa and Hart (1985) used a sample of elementary and high schools to investigate principals' influence on student achievement test scores. Using analyses of variance to estimate principals' effects while controlling for environmental and organizational factors, they found that principals exert a small but significant influence on school performance. Using data from seven California elementary schools, Hallinger and Murphy (1983) suggest that effective instructional leadership by school principals is sensitive to school socioeconomic status and in low SES schools, it involves the type of administrator advocated by Edmonds.

Data from 45 Arizona schools were analyzed to determine the relationships between three sets of independent variables (organizational structure, leadership style, and environmental characteristics) and the dependent variable (organizational effectiveness as perceived by principals and teachers) (Whorton, 1983). Using the school as the unit of analysis, responses to an adaptation of Motts Organizational Effectiveness Questionnaire were obtained from 45 principals and 364 teachers (selected through a 20 percent random sample of teachers at each school). The data analysis procedure included multiple linear regression. Among the findings were: (1) the three sets of variables, taken together, are significantly related to perceived effectiveness, leadership style being the most powerful predictor, and (2) the more formalized the school's organizational structure, the greater the teacher's perception that the school was effective.

However, not every study was favorable. To assess the effects of principal turnover on school effectiveness at elementary and secondary levels, the operations of schools that changed principals were compared to those that retained principals (Miskel and Owens, 1983). A project conducted at 89 schools in a midwestern state--37 schools with new and 52 with continuing principals--sampled the opinions of teachers on organizational and instructional effectiveness by means of variously derived indexes that measured the perceived organizational effectiveness, and indicators of job satisfaction. After the scored responses were averaged, no evidence was found either that principal succession has a significant effect on structural linkages or that succession increases or decreases organizational effectiveness.

The research literature following these early works typically became exhortatory, urging that principals adopt the beliefs and actions of what was thought to represent effective principals. The typical

BEST COPY AVAILABLE

paper presents summaries of selected articles and research reports that address the role of the principal in areas of instructional leadership,teacher evaluation, and student achievement.

> Effective schools have effective leaders. Much of what the school does to promote achievement is within the principal's power to influence and control. Specifically, there are six leadership behaviors that have been consistently associated with schools that are well managed and whose students achieve. Effective principals: 1. EMPHASIZE ACHIEVEMENT. They give high priority to activities, instruction, and materials that foster academic success. Effective principals are visible and involved in what goes on in the school and its classrooms. They convey to teachers their commitment to achievement. 2. SET INSTRUCTIONAL STRATEGIES. They take part in instructional decision making and accept responsibility for decisions about methods, materials, and evaluation procedures. They develop plans for solving students' learning problems. 3. PROVIDE AN ORDERLY ATMOSPHERE. They do what is necessary to ensure that the school's climate is conducive to learning. It is quiet, pleasant, and well-maintained. 4. FREQUENTLY EVALUATE STUDENT PROGRESS. They monitor student achievement on a regular basis. Principals set expectations for the entire school and check to make sure those expectations are being met. They know how well their students are performing as compared to students in other schools. 5. COORDINATE INSTRUCTIONAL PROGRAMS. They interrelate course content, sequences of objectives, and materials in all grades. They see that what goes on in the classroom has bearing on the overall goals and program of the school. 6. SUPPORT TEACHERS. Effective principals communicate with teachers about goals and procedures. They support teachers' attendance at professional meetings and workshops, and provide inservice that promotes improved teaching (Sweeney, 1982).
>
> Research concludes that the single most important factor in determining the success of a school is the ability of the principal to coordinate, organize, and support the staff in planning, implementing, and evaluating improvements in the school's instructional program. Findings from research on the principal as an evaluator of teachers indicate the importance of school administrators to (1) set clearly defined instructional goals, (2) effectively communicate these goals to teachers, (3) build consensus among diverse understandings of the evaluation process, and (4) use evaluation results to strengthen professional growth. Research also suggests that it is the principal who has the greatest influence in establishing the school climate that will produce student success. (NEA, 1986)

Few studies actually sought to identify principals that were perceived as effective by their staff, students, parents or other principals. Exceptions were a Seattle study by Richard L. Andrews (1986) that disclosed a statistical correlation between student gains in reading and mathematics and teachers' perceptions of their principal's effectiveness--especially in schools with many low-income students. Phillip Hallinger and Joseph Murphy (1983) found that a community's socioeconomic status heavily affected the behavior of effective instructional leaders and their choice of management style.

To discover if there were differences in the behaviors of principals in schools of varying levels of instructional effectiveness, 9 of 19 urban minority schools involved in a school improvement project were selected for study by High and Achilles, (1984). Based on student test scores, two elementary and one middle school were designated as "high-achieving schools" and four elementary and two middle schools were designated as "other schools." Data for the study were obtained from questionnaire responses by teachers on their perceptions of the principals' behaviors. Observations of principal behaviors and interviews were conducted to confirm the information obtained from the questionnaires. Principals were ranked very similarly by teachers in high-achieving and in other schools in terms of the influence-gaining behaviors used.

Walberg and Lane (1985) sought to understand the role of the administrator in school productivity. They reviewed school and principal effects among others which appeared to affect learning: student characteristics of age, ability, and motivation; amount and quality of instruction; home and classroom environment; peer influence; television; and financial expenditures. They hypothesized that principals can use educational research to evaluate and reform educational programs within schools. Citing earlier studies, they find that principals' behaviors have a direct effect upon the quality control of teachers, rewarding competent teachers, and indirectly influencing student learning, by setting high standards.

Bauck, (1987) analyzed data from a random sample of 1,413 middle school principals and 50 effective middle school principals, and concluded that formal education and professional associations are not related to principal effectiveness. "The effective principal appeared to have had significantly less graduate level education." (p. 91). However, experience, positive outlook, and ability to work with people are related to principals' effectiveness. These findings are similar to findings on effective elementary and senior high principals.

More recently, (Grady, 1989) research favors a multidimensional definition of the principal's role. In the absence of comprehensive assessment tools and longitudinal studies, policymakers should be cautious about accepting instructional leadership as a consistent correlate of effective schools. Zirkel and Greenwood (1987) cautioned that prescriptive announcements for school improvement currently in vogue are not all clearly justified by research on school effectiveness. An overview of the strong principal factor is used as an example.

Grady (1989) outlines major criticisms of the effective schools movement, such as its (1) simplistic formula; (2) overblown research claims; (3) promises of quick results; (4) limited research population; (5) focus on narrow educational outcomes; (6) promotion of authoritarian techniques; and (7) [illegible] emphasis on test scores. The "principal principle", she claims, has been endorsed widely without considering underlying research limitations. Overreliance on the strong principal as a solution to school problems ignores more recent research findings and reflects the current top-down school organization inhibiting change and improvement. Contradictory evidence about the leadership factor demands a reexamination of the term "effectiveness."

However, even among those few studies that did identify effective principals by perception scales or nomination methods, none contained a sufficient sample to compare principal characteristics across the nation, in order to be able to answer questions such as whether or not principals in different urban settings are perceived by their staffs as equally effective. The current study seeks to use a nationally-representative stratified random sample of principals and teachers to assess how teacher assessments of their principal's effectiveness vary by site and principal's attributes.

III. Method

A. Data Source

The data in this study were obtained from the Schools and Staffing Study of 1988, from the National Center for Education Statistics (NCES) of the U.S. Department of Education. The survey was undertaken by the U.S. Bureau of the Census, Department of Commerce, for NCES. Questionnaires were mailed to the administrators (school principals) of 9,317 public schools. The SASS public school sample was selected from the Quality Education Data (QED) file of public schools. All public schools in the file wre stratified by the 50 States and the District of Columbia, and then by three grade levels (elementary, secondary, and combined). Within each stratum the schools were sorted by urbanicity, zip code (first two digits), highest grade in the school, and enrollment. For each stratum within each State, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school. The School Administrator Questionnaire was mailed to the school administrator of each sampled school in February, 1988. A second questionnaire was mailed to all nonrespondents in March, and a telephone followup on nonrespondents was conducted during April, May, and June. The weighted response rates for the School Administrator Questionnaire were 94.4 percent for public school administrators.[1]

The SASS sample of teachers was drawn from sample schools that were asked to provide a list which included all full-time and part-time teachers, itinerant teachers, and long-term substitutes. Within each school, teachers were stratified by experience; one stratum included new teachers, and a second stratum included all other teachers. New teachers were those who, counting the 1987-88 school year, were in the first, second, or third year of their teaching career in either a public or private school system. Within each teacher stratum, elementary and secondary teachers were sorted by subject. Elementary teachers were sorted by General Elementary Education, Special Education, and other; Secondary teachers were sorted by Mathematics, Science, English, Social Science, Vocational Education, and other. The basic sample of teachers was allocated to the sample schools in each stratum so that the teacher weights were approximately equal. The specified average teacher sample size for each sample school with 4, 8, and 6 teachers for each public elementary, secondary, and combined school. New teachers were not oversampled in the public sector. A supplement of bilingual/ESL(English as a Second Language) teachers were selected, funded by the Department of Education's Office of Bilinual Education and Minority Language Affairs (OBEMLA) in order to obtain more reliable estimates of Bilingual/ESL teachers.

The Teacher Questionnaires were mailed to the sampled schools in February, 1988. Approximately 10 days after the mailout, and again six weeks later, school survey coordinators were contacted to remind sample teachers to complete and return the questionnaires. A telephone follow-up was conducted during April, May, and June. Due to the large number of nonrespondents to the mailout and the necessity for completing the follow-up prior to the closing of schools for the summer, only a subsample of these teachers was included in this effort. This subsample had their weights adjusted to reflect the subsampling.

Following the data collection, it was discovered in a comparison of SASS public school estimates with NCES' Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) series, that some Class 1 public school districts were not on the frame. Class 1 schools

---

[1]This description of SASS is substantially taken from Charles Hammer and Elizabeth Gerald. Selected Characteristics of Public and Private School Administrators (Principals): 1987-88. Washington, D.C. National Center for Education Statistics, E.D. TABS, April, 1990.

BEST COPY AVAILABLE

include only elementary schools, and for Nebraska, a comparison of the QED and CCD counts indicated there were about 275 of these schools, with an average of about 10.2 students per school. Because of these missing schools, the SASS national counts of public schools, administrators, and teachers, and the corresponding counts for Nebraska, in particular, are underestimated. The effects of these missing schools on the nature of the bias for averages is unknown. Weighted response rates were 86.4 percent for the Public School Teachers Questionnaire. The weights were adjusted for nonresponse.[2]

B. Construction of a Scale of Perceived Principal Effectiveness (PPE).

The Public School Teachers Questionnaire (See Appendix A) contained both teacher background information regarding their current teaching status, and perceptions and attitudes toward teaching. Items that related to the teacher's perceptions and attitude toward their school principal were chosen for inclusion into the Perceived Principal Effectiveness (PPE) scale. Examples of the types of items selected appear in Table 1. Eighteen items from the Public School Teachers Questionnaire were selected to compose the PPE scale. Items where the Likert scale contained a higher score for undesirable principal actions were recoded to reflect the proper direction. The composite scale theoretically ran from 18 to 82. The computer program Statistical Package for the Social Sciences (SPSS-X, Release 2.2) Reliability program was used to assess the internal reliability of the PPE scale. The SPSS-X Reliability program performs an item analysis on the components of additive scales by computing commonly used coefficients of reliability, among which is a Cronbach's Alpha, and a standardized item Alpha. With an n of 38,666 teachers, a standardized item Alpha of .9024 was obtained, which indicates a high degree of internal reliability.

Although the PPE scale possessed a high degree of internal reliability, one concern that arose was whether or not a sufficient sample of teachers were present in the SASS data to adequately represent an individual principal's score. Upon close examination, SASS had been designed to yield representative samples of national and State estimates, but was never intended to permit estimates at the school district or school level. Given the small number of teachers sampled in each school (between 4 and 8), this is equivalent to the question of inter-rater reliability between observers. Table 2 displays the results of an examination of the principal's PPE scores by seven teachers in his school, and the characteristics of the teachers that provided these ratings. PPE scores range from 33 to 75. Since the PPE scale has a range from 18 to 82 (or 64 points), it is disconcerting that the range of scores in one school from seven observers is 42 points, more than half the range of the PPE scale. Analysis of the standard deviation of the PPE within schools suggested that there was not consistently high inter-rater reliability for a individual school principal. Thus, the original research design of this paper identifying individual school principals who were perceived as effective by teachers in their school had to be modified.

Instead of examining the descriptive characteristics of individual principals who received high PPE scores, it was decided that comparing the mean PPE scores for principals with certain descriptive characteristics would be more appropriate given the sample design. In this way, average PPE scores by urbanicity, school size, school type, grade level, sex, degree attainment, and years of experience could be explored. These exploratory findings could then be used as the basis of further study by exploring individual principal's attributes with a representative sample of teacher's scores. The exact procedure was to obtain each teachers' PPE score, then obtain the mean PPE of all principals with a given attribute, such as male principals.

---

[2]This examination of the school sample is substantially taken from Charles H. Hammer and Elizabeth Gerald. Selected Characteristics of Public and Private School Teachers: 1987-88. Washington, D.C., National Center for Education Statistics, E.D. TABS July, 1990.

ITEMS FROM SASS USED TO CREATE THE PERCEIVED PRINCIPAL EFFECTIVENESS SCALE (PPE)

No. 238. Teachers in this school are evaluated fairly.

No. 239. The principal lets staff members know what is expected of them.

No. 240. The school administration's behavior toward the staff is supportive and encouraging.

No. 243. Teachers participate in making most of the important educational decisions in this school.

No. 245. The principal does a poor job of getting resources for this school.

No. 248. My principal enforces school rules for student conduct and backs me up when I need it.

No. 249. The principal talks with me frequently about my instructional practices.

No. 250. Rules for student behavior are consistently enforce by teachers in this school, even for students who are not in their classes.

No. 252. The principal knows what kind of school he/she wants and has communicated it to the staff.

No. 254. In this school, staff members are recognized for a job well done.

No. 255. I have to follow rules in this school that conflict with my best professional judgement.

No. 258. Goals and priorities for the school are clear.

No. 264. Do you think teacher absenteeism is a serious problem?

No. 275. At this school, how much actual influence do you think teachers have over school policy in determining discipline policy?

No. 276. At this school, how much actual influence do you think teachers have over school policy in determining the content of inservice programs?

No. 277. At this school, how much actual influence do you think teachers have over school policy in setting policy on grouping students in classes by ability?

Table 1

BEST COPY AVAILABLE

SASS TEACHER CHARACTERISTICS FROM ONE SCHOOL AND PPE SCORES FOR THE PRINCIPAL

Field	Degree	Exp. in Teaching	Exp. in School	Grades Taught	Sex	Race	PPE Score
Health, P.E.	B.A.	6	1	10-12	M	W	75
Biology	M.A.	12	6	7	M	W	46
Soc. Studies	B.A.	7	4	8	M	W	62
English	M.A.	12	9	7	F	W	33
Math	M.A.	15	4	8	F	B	45
Music	M.A.	5	1	7-8	F	W	65
Learning Dis	M.A.	16	8	7-9	F	W	54

Table 2

C. Statistical Procedures

The teacher file contained a final teacher weight to be used in a Statistical Analysis System (SAS) computer subprogram devised for NCES to prduce weighted estimates and standard errors (WESTAT, 1988). The SAS computer subroutine to produce weighted estimates and standar errors is termed the "WESVAR" procedure. The WESVAR procedure computes basic survey estimates and their associated sampling errors using either balanced repeated half-sample replication (BBR) or jackknife replication. For results reported in this paper, the BBR method was utilized. The WESTVAR procedure utilizes the 48 replicate weights incorporated into the teacher sample design.

Results from the WESVAR procedure permit the PPE estimates to be compared to those estimates by other attributes of principals, such as urban, suburban, and rural. Those mean PPE estimates may then be tested for statistical significance using T-Tests with Bonferronni adjustments. Crosstabular displays of correctly weighted estimates of PPE scores and standard errors, controlling for principal attributes, were also produced through the use of the WESVAR procedure.

Table 3 contains the principal attributes of interest for which crosstabular displays of PPE scores and standard errors are reported. Degree status, experience, prior field of study, sex, race, hispanic origin, age, salary, and activity profile were all of interest. In addition, from the school file, variables of interest were: school size, urbanicity, numbers of Chapter 1 and free lunch students, and percentage of college preparatory students.

In the cases of continuous variables, such as principal's age, the appropriately weighted statistical procedure "PROC UNIVARIATE" was utilized to obtain descriptive statistics that allowed the construction of age quartiles. The WESVAR procedure was then employed to obtain means and confidence intervals for each quartile. Occasionally, as with the variable principal's age, it was necessary to modify the quartile obtained from the univariate. For example, the youngest quartile for principals runs from age 27 to age 45, with approximately 3/4 of the 27-45 age group in age 40-45. Since 27-45 may constitute a third of a principal's work years, the quartile was arbitrarily split into "less than age 40" and "age 40 to age 45".

ITEMS FROM SASS SCHOOL OR PRINCIPAL SURVEY SELECTED FOR INFORMATION ABOUT LOCATION OR ATTRIBUTES

From the School Administrator Questionnaire:

Item 012-036	highest degree received
Item 041	primary teaching assignment before becoming principal
Item 045-050	other positions, such as coaching, before principalship
Item 051-052	years of experience as principal
Item 060	annual salary
Item 072	sex
Item 073	race
Item 074	Hispanic origin
Item 075	year of birth

best estimate for the most recent full week of the number of hours spent

Item 076	in administration
Item 078	in teacher supervision/evaluation
Item 079	in working with teachers (other than supervision)
Item 088	total

From the Public School Questionnaire:

Item 011-012	how many students (in head counts) wer enrolled in grades k-12 in this school?
Item 013	what is the level of this school? (elementary, secondary)
Item 016	which of the following best describes the community in which this school is located? (rural, suburb, medium city, large city)
Item 083	how many ECIA Chapter 1 students are served?
Item 088	how many students receive free or reduced price lunches?
Item 138	what percentage of this school's 12 grade students are enrolled in academic or college preparatory programs? (If school has 12th grade)

Table 3

The analyses were carried out in three distinct phases. Examining Table 3, principal attributes and mean PPE were first examined for degree status, previous teaching assignment, experience, salary, sex, race, hispanic origin, and age. Next to be examined were school characteristics, such as school size, school type (elementary, secondary), community type, percent of compensatory children and percent of children receiving free lunch, and the percent enrolled in college preparatory classes. Finally, an analysis is made of the principal's activity profile, in terms of how he perceives his time usage.

IV. Results

The results of the WESVAR procedure for the principal's attributes from the SASS School Administrator Questionnaire appear in Table 4. When comparing degree status, principals with a B.A. degree receive higher Perceived Principal Effectiveness (PPE) scale scores than those principals who possess either Master's or Doctorates, and the results are statistically significant at the .05 level. However, the differences in the mean estimates are very small, with principals who possess a B.A. receiving a mean PPE score of 60.57, compared to those with M.A.'s receiving a mean PPE of 57.06. Although it was not possible in this exploratory work to decompose the PPE scores, such slight differences may reflect only a single position difference in a Likert-like scale on one or two items, making interpretation of such mean differences difficult, even if statistically significant.

Not shown in Table 4 are other positions held, such as coaching, before becoming a principal reveals that PPE scores are lower for those that responded that they held such a position, however, none of these results are statistically significant.

Primary teaching assignment before becoming a principal responses were recoded into two general responses: elementary and secondary. Significant at the .05 level, principals with elementary teaching experience outscored those principals who had secondary teaching experience, but again, the differences are small. Comparing years of experience, the group of principals with less than three years of experience had higher average PPE scores than groups with 4-9, 10-15, or 16-50 years of experience, and the results are statistically significant at the .05 level. Similarly, principals under age 40 had a significantly higher mean PPE scores than any other age group.

Comparing the sex of principals shows that female principals receive higher PPE scale scores than male principals, and the results are statistically significant at the .05 level. Black principals received lower PPE mean scores than did either Asians or Whites. Hispanics and non-hispanics received similar PPE mean scores.

Equally interesting is comparing principal's salaries. Salaries were grouped into four groups: "below $36,601", "$36,602-$42,500", "$42,501-$50,000", and "$50,001 and above". The mean PPE of the highest paid group was below that of the other groups, and the results are statistically significant at the .05 level.

The results of the WESVAR procedure for the school's attributes from the SASS Public School Questionnaire appear in Table 5. Principals in elementary schools have mean PPE scores that are higher than those in elementary/secondary schools, middle/junior high schools, or secondary schools, and the results are statistically significant at the .05 level. Conversely, principals in secondary schools have mean PPE scores lower than principals in other types of schools. When comparing community type, principals in very large cities (over 500,000) have the lowest mean PPE scores.

Table 6 displays the results of comparing the principal's perception of his time during the past week for teacher supervision and evaluation versus work with teachers. The PPE mean scores are virtually identical for the three types of school-related activities, and none are statistically significant at the .05 level.

Results of the WESVAR procedure
From the School Administrator Questionnaire

Variable	Estimate	Standard Error	Confidence Interval Lower	Upper	Sample Size
Degree Status					
B.A.	60.57	0.98338	58.64	62.50	342
M.A.	57.06	0.15854	56.75	57.38	14,547
Ph.D.	56.93	0.35135	56.25	57.62	2,846
Prior Teaching					
Elementary	59.04	0.21529	58.62	59.46	8,154
Secondary	56.32	0.13242	56.06	56.58	22,350
Experience					
(in years) 0-3	57.87	0.20018	57.48	58.26	7,615
4-9	57.06	0.17555	56.71	57.40	9,990
10-15	56.77	0.21690	56.35	57.21	7,338
16-50	56.95	0.21298	56.52	57.36	7,636
Salary					
Low-$36,601	58.34	0.20038	57.95	58.74	7,964
$36,602-$42,500	58.20	0.19111	57.83	58.58	8,016
$42,501-$50,000	57.12	0.19774	56.73	57.50	8,793
$50,001-highest	55.22	0.20322	54.82	55.62	7,075
Sex					
Female	58.81	0.23258	58.35	59.26	5,440
Male	56.82	0.12292	56.58	57.06	25,280
Race					
Asian	57.97	1.49708	55.03	60.90	211
Black	56.04	0.45662	55.14	56.93	1,884
White	57.33	0.10530	57.12	57.54	28,344
Hispanic Origin					
Hispanic	56.26	0.66279	54.96	57.56	933
Non-Hispanic	57.26	0.10503	57.05	57.46	29,787
Less than 40	59.35	0.40081	58.57	60.14	2,325
41-45	57.96	0.23172	57.50	58.41	6,964
46-50	57.45	0.21462	57.03	57.87	7,050
51-56	56.50	0.18722	56.13	56.86	8,344
57-65	56.37	0.22609	55.92	56.81	7,109
above 66	56.03	0.89654	54.27	57.78	611

Table 4

Results of the WESVAR procedure
From the Public School Questionnaire

Variable	Est.	Standard Error	Confidence Interval Lower	Upper	Sample Size
School Type					
Elem/Sec	57.13	0.42722	56.29	57.97	2,142
Elementary	59.30	0.14482	59.02	59.59	12,811
Middle Sch.	56.12	0.20484	55.72	56.52	5,838
Secondary	54.01	0.18229	53.65	54.37	10,993
Community Type					
Very Large	53.22	0.47716	52.28	54.15	1,489
Large City	56.54	0.33915	55.87	57.20	2,530
Medium City	57.08	0.38964	56.31	57.84	3,020
Small City	57.68	0.18289	57.32	58.04	8,778
Large Suburb	57.23	0.30225	56.64	57.82	2,498
Med. Suburb	57.63	0.57915	56.49	58.76	1,688
Small Suburb	56.72	0.41174	55.91	57.53	1,489
Rural	57.65	0.18065	57.30	58.01	10,599

Table 5

Results of the WESVAR procedure
for Principal's estimate of time spent

Variable	Est.	Standard Error	Confidence Interval Lower	Upper	Sample Size
Teacher Supervision					
0-7.7%	56.68	0.25704	56.25	57.26	7,221
7.8-12%	57.39	0.24611	56.91	57.87	7,414
13-19%	57.51	0.26046	57.00	58.02	6,610
Over 19%	57.39	0.20439	56.99	57.79	6,978
Work with Teachers					
0-6.4%	57.04	0.23374	56.59	57.50	7,032
6.5-10%	57.29	0.21332	56.87	57.71	7,429
11-16%	57.25	0.26945	56.72	57.78	6,843
Over 16%	57.44	0.26421	56.92	57.96	6,883

Table 6

V. Discussion

Clearly this is an exploratory study, in which great tentativeness must be applied to the findings until such time that replications confirm the external validity of the Perceived Principal Effectiveness (PPE) scale with school representative sample sizes of teacher respondents. In addition, a great deal of work must still be conducted to examine possible interactions between the variables of interest. Zurkel and Greenwood, (1987) have cautioned that principal effectiveness may be multidimentsional, "and does not appear to be adequately measured by relying on teachers as the sole data source (p.262)." Perhaps most important, the small differences in PPE scale scores reported in the results section must be regarded with great caution, as the mean differences are only two to three points among a sixty-four point scale.

The first finding of interest is that principals who are younger, less experienced, lower salaried, female, and have held elementary principalships in smaller communities had higher (PPE) scale scores than other principals. The research studies on effective principals have normally avoided examining such background characteristics as sex, age, and experience and degree status in relation to effectiveness. However, if teachers do perceive less experienced, less degreed principals as more effective, the results have broad implications for education. Interestingly, one researcher, Bauck (1987), also found less well educated middle school principals more effective. Miskel and Cosgrove (1985), when studying administrative succession, postulated that a curvilinear relationship may exist between the length of administrative experience in a school and effectiveness. Another possibility is that higher paid principals (who are also more experienced and degreed) are perceived as less effective by teachers. It may be that their higher rates of compensation (in an organization where all salaries are public information) alone account for perceptions of lower effectiveness.

The second finding of interest is how principals perceive their time usage, and how that relates to teachers' perceptions of effectiveness. Suprisingly, differences in the work profiles of principals did not affect scores on the PPE. Perhaps principals simply do not have accurate recollections of the number of hours they spent in the last week on differing school-related activities. Or perhaps the survey did not represent a typical week. For whatever reasons, the anticipated finding that principals who spent less time on administration (budgeting, building management, scheduling, etc.) are more effective simply did not materialize.

These are tantalizing results. They cry out for replication and further elucidation.

BEST COPY AVAILABLE

References

Bauck, J.M. (1987, Sept.). Characteristics of the Effective Middle School Principal. NASSP Bulletin, 71(500)90-92.

Edmonds, R.R. (1982). Programs of school improvement: An Overview. Educational Leadership, 40, 4-11.

Ellis, T.I. (1986). The Principal as Instructional Leader. National Association of Elementary School Principals, Alexandria, VA.

Grady, M.L. (1989). A Review of Effective Schools Research as It Relates to Effective Principals. UCEA Monograph Series, Tempe, AZ.

Hallinger,P. and Murphy, J. (1983). Instructional Leadership and School Socio-Economic Status: A Preliminary Investigation. Administrator's Notebook, 31(5)1-4.

High, R.M. and Achilees, C.M. (1986). Principal Influence in Instructionally Effective Schools (ERIC Document Reproducation Service No. ED 277 115).

Miskel, C. and Cosgrove, D. (1985). Leader Succession in School Settings. Review of Educational Research, 55(1)87-105.

NEA. (1986,June). The Role of the Principal in Effective Schools. What Research Says About Series, Number 4. Data-Search Reports. National Education Association, Research Division, Washington, D.C.

Ogawa, R.T. and Hart, A.W. (1985). The Effect of Principals on the Instructional Performance of Schools. Journal of Educational Administration, 23(1)59-72.

Robinson, G.E. (1985, Feb.) Effective Schools Research: A Guide to School Improvement. Educational Research Service, Arlington, VA.

Sweeney, J. (1982, Feb.) Highlights from "Research on Effective School Leadership". Educational Leadership 39(5),349.

Walberg, H.J. and Lane, J.J. (1985) The Role of the Administrator in School Productivity. Studies in Educational Evaluation, 11(2)217-230.

Whorton, D.M. (1983). An Exploratory Contingency Model for Schools. (ERIC Document Reproducation Service No. ED 238 132).

Zurkel, P.Z. and Greenwood, S.C. (1987). Effective Schools and Effective Principals: Effective Research?, Teachers College Record, 89(2),255-267.

Appendix A

The School and Staffing Survey

FORM **SASS-2**
(10-30-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY
SCHOOL ADMINISTRATOR QUESTIONNAIRE

1987-1988

OMB No. 1850-0621
Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please correct any error in name and address including ZIP Code.

Dear Principal:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the School Administrator Survey for the 1987-88 Schools and Staffing Survey. Your school is one of 9,300 public and 3,500 private schools across the Nation selected to be in the sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the School Administrator Survey is to obtain information about the training, experience, and professional background of school principals.

The U.S. Bureau of the Census is conducting the surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual or school participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other principals. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Director
Center for Education Statistics

Enclosure

BEST COPY AVAILABLE

Remarks

If this school does **NOT** have an administrator, please mark (X) the box. → 011

1 ☐ School has no administrator

If you marked the box above, you do not need to complete this questionnaire. Please return it to the Bureau of the Census in the enclosed postage-paid envelope. Thank you for your cooperation.

INSTRUCTIONS

It is important that the questionnaire be completed by the school administrator (i.e., the principal or head), not by anyone else at the school.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301) 763–2220.

Please return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

1a. Which of the following college degrees have you earned? *(Mark all the degrees you have earned.)*

b. What was your major field of study for each degree? *(Use the code numbers at right.)*

c. In what year did you receive each degree?

	Degree(s) earned *(Mark (X) all that apply)* (a)	Major field code (b)	Year received (c)
012	1 ☐ Associate degree or Vocational certificate	013	014 19 ___
015	2 ☐ Bachelor's degree	016	017 19 ___
018	3 ☐ 2nd Bachelor's degree	019	020 19 ___
021	4 ☐ Master's degree	022	023 19 ___
024	5 ☐ 2nd Master's degree	025	026 19 ___
027	6 ☐ Professional diploma or education specialist (At least one year beyond M.A. level)	028	029 19 ___
030	7 ☐ Doctorate (e.g., Ph.D.., Ed.D.)	031	032 19 ___
033	8 ☐ First Professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	034	035 19 ___
036	9 ☐ No Degree or diploma		

MAJOR FIELD CODE NUMBERS FOR QUESTION 1b

GENERAL

11 Agriculture and natural resources
12 Architecture and environmental design
13 Area and ethnic studies
14 Biological/life science
15 Business and management
16 Communications
17 Computer and information sciences
18 Engineering
19 Fine and applied arts
20 Foreign languages
21 Health professions
22 Home economics
23 Law
24 Letters (English, literature, speech, classics)
25 Library science
26 Mathematics
27 Military science
28 Multi/interdisciplinary studies
29 Philosophy and religion
30 Psychology
31 Public affairs and services
32 Theology

Physical sciences
33 Chemistry
34 Physics
35 Geology/earth science
36 Other physical sciences

Social sciences
37 Economics
38 History
39 Political science and government
40 Sociology
41 Other social sciences

42 Other

EDUCATION

General education
51 Elementary education
52 Pre-elementary/early childhood education
53 Secondary education

Subject area education
54 Agricultural education
55 Art education
56 Bilingual education
57 Business, commerce, and distributive education
58 English as a second language
59 English education
60 Foreign languages education
61 Home economics education
62 Industrial arts, vocational and technical education
63 Mathematics education
64 Music education
65 Physical education/health education
66 Reading education
67 Science education
68 Social studies/social sciences education

Special education
70 Special education, general
71 Education of the emotionally disturbed
72 Education of the mentally retarded
73 Education of the speech/hearing/vision impaired
74 Special learning disabilities
75 Other special education

Other education
80 Curriculum and instruction
81 Educational administration
82 Educational psychology
83 Student personnel and counseling
84 Other education

2a. How many years of elementary or secondary teaching experience did you have prior to becoming a principal? *(If less than one year, enter "1".)*

039 _____ Years of teaching

0 ☐ None

b. How many years of elementary or secondary teaching experience have you had altogether?

040 _____ Total years — *Continue with 3a*

0 ☐ None — *Skip to item 4*

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 3a AND 3b

01 Prekindergarten
02 Kindergarten
03 General elementary

Special Areas

04 Art
05 Basic skills and remedial education
06 Bilingual education
07 Business education
08 Computer science
09 English/language arts
10 English as a second language

Special areas *(Continued)*

11 Foreign language
12 Gifted
13 Health, physical education
14 Home economics
15 Industrial arts
16 Mathematics
17 Music
18 Reading
19 Religion/philosophy
20 Social studies/social science

Science

21 Biology
22 Chemistry
23 Geology/Earth science
24 Physics
25 General and all other science

26 Special education

31 Vocational education

32 All others

3a. In your last year of teaching before you became an administrator, what was the field of your PRIMARY TEACHING ASSIGNMENT, i.e., the field in which you taught the most classes? *(Use the codes listed above to record your assignment field. If your teaching schedule was divided equally between two fields, record either field as your primary assignment field, mark box 1, and enter the second field in item 3b.)*

041 ☐☐ Primary assignment field code

042 1 ☐ Teaching schedule equally divided between two fields

b. Were some of your classes in other fields?

043 1 ☐ Yes — **In what field did you teach the second most classes?** 044 ☐☐ → *(Use the assignment field codes listed above.)*

2 ☐ No

4. What other positions, if any, did you hold before you became a principal?

Mark (X) all that apply.

045 1 ☐ Department head or curriculum coordinator

046 2 ☐ Assistant principal or program director

047 3 ☐ Guidance counselor

048 4 ☐ Athletic coach

049 5 ☐ Sponsor for student clubs, debate teams

050 6 ☐ None of the above

5. Prior to this school year, and since earning your first college degree, how many years have you been employed in each of the following positions? *(If less than one year, enter "1." If none, mark the box.)*

a. As the principal in this school?

051 _____ Years

0 ☐ None

b. As the principal in other schools?

052 _____ Years

0 ☐ None

c. In other school or district administrative positions?

053 _____ Years

0 ☐ None

d. In other nonteaching nonadministrative positions in elementary and secondary education?

054 _____ Years

0 ☐ None

e. In positions outside elementary and secondary education?

055 _____ Years

0 ☐ None

6. **Aside from college coursework for a degree, have you had any of the following types of training for your current position?**
Mark (X) all that apply.

058 1 ☐ Inservice training in evaluation and supervision
057 2 ☐ Training in management techniques
058 3 ☐ An administrative internship
059 4 ☐ None of the above

7a. **What is your annual salary from this school this year before taxes and deductions?**

060 $ _____ .00 Annual salary
0 ☐ Position is unpaid

b. **For how many months of the year are you employed as the administrator in this school?**

061 _____ Months employed

8. **Which of these benefits do you receive, in whole or in part, from this school (or district) in addition to your salary?**
Mark (X) all that apply.

062 1 ☐ Housing or housing expenses
063 2 ☐ Meals
064 3 ☐ Tuition for your children
065 4 ☐ College tuition for yourself
066 5 ☐ General medical insurance
067 6 ☐ Dental insurance
068 7 ☐ Group life insurance
069 8 ☐ Car/transportation expenses
070 9 ☐ Pension contributions
071 10 ☐ None of the above

9. **Are you male or female?**

072 1 ☐ Male
2 ☐ Female

10. **What is your race?**
Mark (X) only one box

073 1 ☐ American Indian, Aleut, Eskimo
2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)*
3 ☐ Black
4 ☐ White

11. **Are you of Hispanic origin?**

074 1 ☐ Yes
2 ☐ No

12. **What is your year of birth?**

075 | 1 | 9 | | |

Remarks

13. For your most recent full week, what is your best estimate of the number of hours you spent on school-related activities during and after school hours? *(Report hours to the nearest whole hour. If you did not spend time on a particular activity during the week, mark the "None" box.)*

School-related activities (1)	Hours spent (2)
a. Administration (budgeting, building management, scheduling, etc.)	076 ____ o ☐ None
b. Curriculum matters	077 ____ o ☐ None
c. Teacher supervision/evaluation	078 ____ o ☐ None
d. Working with teachers (other than supervision/evaluation)	079 ____ o ☐ None
e. Student discipline	080 ____ o ☐ None
f. Working with students and teachers (other than discipline)	081 ____ o ☐ None
g. Parent/community relations	082 ____ o ☐ None
h. Teaching classes	083 ____ o ☐ None
I. Preparation for classes	084 ____ o ☐ None
j. Fund raising/obtaining resources	085 ____ o ☐ None
TOTAL	086

14. For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in your school.

(Mark (X) one box on each line.)

	Serious	Moderate	Minor	Not a problem
a. Student tardiness	a. 087 1☐	2☐	3☐	4☐
b. Student absenteeism	b. 088 1☐	2☐	3☐	4☐
c. Teacher absenteeism	c. 089 1☐	2☐	3☐	4☐
d. Students cutting class	d. 090 1☐	2☐	3☐	4☐
e. Physical conflicts among students	e. 091 1☐	2☐	3☐	4☐
f. Robbery or theft	f. 092 1☐	2☐	3☐	4☐
g. Vandalism of school property	g. 093 1☐	2☐	3☐	4☐
h. Student pregnancy	h. 094 1☐	2☐	3☐	4☐
I. Student use of alcohol	I. 095 1☐	2☐	3☐	4☐
j. Student drug abuse	j. 096 1☐	2☐	3☐	4☐
k. Student possession of weapons	k. 097 1☐	2☐	3☐	4☐
l. Physical abuse of teachers	l. 098 1☐	2☐	3☐	4☐
m. Verbal abuse of teachers	m. 099 1☐	2☐	3☐	4☐

15a. Does this school have a formal teacher evaluation program?

100 1 ☐ Yes
2 ☐ No

b. Does this school have a particular program to help beginning teachers (e.g., a master or mentor teacher program)?

101 1 ☐ Yes
2 ☐ No

16. Using the scale 1 - 6, indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities —

(Mark the appropriate box on each line.)

	None →					A great deal
a. Establishing curriculum						
(1) School district/Governing board	102 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	103 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	104 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Hiring new full-time teachers						
(1) School district/Governing board	105 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	106 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	107 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Setting discipline policy						
(1) School district/Governing board	108 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	109 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	110 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

17. In general, how difficult was it to find qualified applicants to fill teaching vacancies for the 1987-88 school year?

Mark (X) only one box.

111 1 ☐ Not at all difficult
2 ☐ Generally difficult
3 ☐ Difficult in some fields — *Specify* ▶ _____ } *Continue with 18*
4 ☐ Does not apply; there were no vacancies — *Skip to item 19*

18. If a teaching vacancy could not be filled with a full-time teacher qualified in a course or grade level, which of the following methods did this school use to cover the vacancy?

Mark (X) all that apply.

112 1 ☐ Cancelled planned course offerings
113 2 ☐ Expanded some class sizes
114 3 ☐ Added sections to other teachers' normal teaching loads
115 4 ☐ Assigned a teacher of another subject or grade level to teach those classes
116 5 ☐ Used long-term and/or short-term substitutes
117 6 ☐ Used part-time or itinerant teachers
118 7 ☐ Something else — *Specify* ▶ _____

19. **What is the telephone number and the time when you can be reached in case we have to clarify any of your answers?**

119 Name *(Please print)*

120 Telephone number *(Area code and number)*

Day(s) and time(s) it would be convenient to contact you, if necessary

20. **Enter date you completed this questionnaire.** →

Month	Day	Year
		88

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH. YOUR TIME AND EFFORT ARE APPRECIATED.

Remarks

FORM SASS-2 (10-30-8

★U.S. Government Printing Office: 1988--548-035/60

FORM **SASS-4A**
(10-30-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY

PUBLIC SCHOOL TEACHERS QUESTIONNAIRE

1987-1988

OMB No. 1850-0E21
Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with the Privacy Act of 1974 (Public Law 93-579, as amended).

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Dear Teacher,

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the Teacher Survey for the 1987-88 Schools and Staffing Survey. You are one of the 65,000 teachers from over 12,000 public and private schools across the nation selected to be in the teacher sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the Teacher Survey is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

The U.S. Bureau of the Census is conducting these surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individual teachers cannot be identified.

We are conducting this survey with a sample of teachers. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other teachers. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Director
Center for Education Statistics

Enclosure

Please correct any error in name and address including ZIP Code.

INSTRUCTIONS

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301) 763–2220.

Use the enclosed postage-paid envelope to return this questionnaire to the Bureau of the Census. Please return it within the next 2 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

SECTION I – CURRENT TEACHING STATUS

PGM 3

1. How do you classify your PRIMARY assignment at THIS school (i.e., the activity at which you spend most of your time) during the 1987–88 school year?

Mark (X) only one.

010

1 ☐ Regular full-time or part-time teacher
2 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
3 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on an indefinite basis, but you are still considered a substitute)

Continue with question 2 page 3

4 ☐ Short-term substitute
5 ☐ Student teacher
6 ☐ Nonteaching specialist (e.g., guidance counselor, librarian, curriculum coordinator, social worker)
7 ☐ Administrator (e.g., principal, assistant principal, director, head)
8 ☐ Teacher's aide
9 ☐ Other professional or support staff

IF YOU MARKED BOX 4, 5, 6, 7, 8, OR 9 ABOVE, PLEASE STOP NOW AND RETURN YOUR QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

Remarks

SECTION I — CURRENT TEACHING STATUS — *Continued*

2. How do you classify your position as an employee AT THIS SCHOOL during the 1987–88 school year?

011
1 ☐ Full-time employee
2 ☐ ¾ time or more, but less than full-time employee
3 ☐ ½ time or more, but less than ¾ time employee
4 ☐ ¼ time or more, but less than ½ time employee
5 ☐ Less than ¼ time employee

3. How do you describe your teaching assignment AT THIS SCHOOL during the 1987-88 school year?

012
1 ☐ Full-time teacher — *Skip to question 6, page 4*
2 ☐ ¾ time or more, but less than full-time teacher
3 ☐ ½ time or more, but less than ¾ time teacher
4 ☐ ¼ time or more, but less than ½ time teacher
5 ☐ Less than ¼ time teacher

Continue with Check Item A

CHECK ITEM A

(Refer to question 2 above.)
Did you mark box 1, "Full-time employee," in answer to question 2 above?

013
1 ☐ Yes — *Continue with 4*
2 ☐ No — *Skip to question 5*

4. Which category best describes your other assignment AT THIS SCHOOL?

Mark (X) only one.

014
1 ☐ Administrator (e.g., principal, assistant principal, director, head)
2 ☐ Nonteaching specialist (e.g., counselor, librarian)
3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
4 ☐ Support staff (e.g., secretary, aide)
5 ☐ Coach
6 ☐ Other — *Describe* ▶ _____

Skip to item 6

5. Which of these categories best describes your other PRIMARY ACTIVITY outside of teaching at this school?

Mark (X) only one.

015
1 ☐ Teaching in another school
2 ☐ Attending a college or university
3 ☐ Working in a nonteaching occupation in the field of education
4 ☐ Working in an occupation outside the field of education
5 ☐ Homemaking and/or child rearing
6 ☐ Seeking work
7 ☐ Retired
8 ☐ Other — *Describe* ▶ _____

Remarks

SECTION 2 — TEACHING EXPERIENCE

6. In what year did you begin your first FULL-TIME teaching position at the elementary or secondary level?

016 1 9 ☐ ☐

017 1 ☐ Never taught full-time

7. At which of the following school levels have you taught, either full or part time, for one year or more?

Mark (X) all that apply.

018 1 ☐ Prekindergarten

019 2 ☐ Elementary (including kindergarten)

020 3 ☐ Middle/junior high

021 4 ☐ Senior high

022 5 ☐ Postsecondary

8. Including the current school year, how many years have you been employed as a teacher in public and/or private schools at the elementary or secondary level?

(If you have no experience in a particular category, please mark the "None" box.)

Schools (1)	Years of full-time teaching (2)	Years of part-time teaching (3)
(a) Public	023 _____ 0 ☐ None	024 _____ 0 ☐ None
(b) Private	025 _____ 0 ☐ None	026 _____ 0 ☐ None

9a. Since you began teaching, how many breaks in service of one year or more have you had?

027 ☐ Breaks in service — *Continue with 9b*

0 ☐ None — *Skip to item 10*

b. Were any of these breaks due to a reduction-in-force or a lay-off?

028 1 ☐ Yes — **How many?** → 029 ☐

2 ☐ No

c. Including the current year, how many consecutive years have you been teaching (i.e., since your last break in service)?

(Include part-time and full-time teaching at both elementary and secondary levels.)

030 ☐ Consecutive years teaching

10. In what year did you begin teaching in this school?

(If your assignment at this school included a break in service of a year or more, please report the year that you returned to this school from your most recent break in service.)

031 1 9 ☐ ☐

Remarks

BEST COPY AVAILABLE

SECTION 2 — TEACHING EXPERIENCE — *Continued*

11. What was your main activity the year before you began teaching in this school?

(If you left this school and then returned, please report your main activity the year before you most recently returned to this school.)

Mark (X) only one box.

032
1 ☐ Working in a position in the field of education, but not as a teacher — *Continue with item 12*
2 ☐ Working in an occupation outside the field of education — *Skip to question 13a*
3 ☐ Teaching in another school in the same school system
4 ☐ Teaching in a different school system in this state
5 ☐ Teaching in a different state — **Which state?** →
033 ☐☐
034
6 ☐ Homemaking and/or child rearing
7 ☐ Attending a college or university
8 ☐ Military service
9 ☐ Unemployed and seeking work
10 ☐ Retired
11 ☐ Other — *Describe* →
_____
Skip to item 14

Answer item 12 ONLY if you marked box 1 in answer to question 11 above.

12. Which of the following categories best describes your previous occupation in the field of education?

Mark (X) only one box.

035
1 ☐ Administrator (e.g., principal, assistant principal, director)
2 ☐ Guidance counselor
3 ☐ Librarian or other media staff
4 ☐ Other professional staff (e.g., curriculum specialist, administrative or business staff, social worker)
5 ☐ Teacher's aide
6 ☐ Other school personnel
Skip to item 14

Answer items 13a—e ONLY if you marked box 2 in answer to question 11 above.

13a. For whom did you work? *(Record the name of the company, business, or organization.)*
_____

b. What kind of business or industry was this? *(For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)*
036 ☐☐☐ _____

c. What kind of work were you doing? *(Please record your job title, for example, electrical engineer, cashier, typist, farmer, loan officer.)*
037 ☐☐☐ _____

d. What were your most important activities or duties at that job? *(For example, typing, selling cars, driving delivery truck, caring for livestock.)*
_____

e. How would you classify yourself on that job?

Mark (X) only one box.

038
1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY on a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

SECTION 3 – TEACHER TRAINING

MAJOR AND MINOR FIELD CODE NUMBERS FOR QUESTIONS 14b and 14c

GENERAL

- 11 Agriculture and natural resources
- 12 Architecture and environmental design
- 13 Area and ethnic studies
- 14 Biological/life science
- 15 Business and management
- 16 Communications
- 17 Computer and information sciences
- 18 Engineering
- 19 Fine and applied arts
- 20 Foreign languages
- 21 Health professions
- 22 Home economics
- 23 Law
- 24 Letters (English, literature, speech, classics)
- 25 Library science
- 26 Mathematics
- 27 Military science
- 28 Multi/interdisciplinary studies
- 29 Philosophy and religion
- 30 Psychology
- 31 Public affairs and services
- 32 Theology

Physical sciences

- 33 Chemistry
- 34 Physics
- 35 Geology/earth science
- 36 Other physical sciences

Social sciences

- 37 Economics
- 38 History
- 39 Political science and government
- 40 Sociology
- 41 Other social sciences

42 Other

EDUCATION

General education

- 51 Elementary education
- 52 Pre-elementary/early childhood education
- 53 Secondary education

Subject area education

- 54 Agricultural education
- 55 Art education
- 56 Bilingual education
- 57 Business, commerce, and distributive education
- 58 English as a second language
- 59 English education
- 60 Foreign languages education
- 61 Home economics education
- 62 Industrial arts, vocational and technical education
- 63 Mathematics education
- 64 Music education
- 65 Physical education/health education
- 66 Reading education
- 67 Science education
- 68 Social studies/social sciences education

Special education

- 70 Special education, general
- 71 Education of the emotionally disturbed
- 72 Education of the mentally retarded
- 73 Education of the speech hearing vision impaired
- 74 Special learning disabilities
- 75 Other special education

Other education

- 80 Curriculum and instruction
- 81 Educational administration
- 82 Educational psychology
- 83 Student personnel and counseling
- 84 Other education

14a. Which of the following college degrees have you earned? *(Mark all the degrees you have earned.)*

b. What was your major field of study for each degree? *(Use the list of codes above.)*

c. What was your second major or minor field of study for each degree? *(Use the list of code numbers above. If you did not have a second major or minor field, enter "00.")*

d. In what year did you receive each degree?

Degrees earned *(Mark (X) all that apply)* (a)		Major field code (b)	Second major or minor field code (if any) (c)	Year degree received (d)
Associate degree or vocational certificate	039 1 ☐	040	041	042 19 ____
Bachelor's degree	043 2 ☐	044	045	046 19 ____
2nd Bachelor's degree	047 3 ☐	048	049	050 19 ____
Master's degree	051 4 ☐	052	053	054 19 ____
2nd Master's degree	055 5 ☐	056	057	058 19 ____
Education specialist or professional diploma (at least one year beyond Master's level)	059 6 ☐	060	061	062 19 ____
Doctorate (e.g., Ph.D., Ed.D.)	063 7 ☐	064	065	066 19 ____
First Professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	067 8 ☐	068	069	070 19 ____
No degree or diploma	071 9 ☐ — *Skip to item 16a*			

15a. What is the name of the college or university where you earned your BACHELOR'S degree?

072 ☐☐☐

073 _____

1 ☐ No Bachelor's degree earned — *Skip to item 16a*

b. In what city and state is it located?

074 ☐☐

_____ _____

(City) *(State)*

SECTION 3 — TEACHER TRAINING — *Continued*

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 16a, 16b, 17a, 17b, 18 AND 21

01 Prekindergarten
02 Kindergarten
03 General elementary

Special Areas
04 Art
05 Basic skills and remedial education*
06 Bilingual education*
07 Business education
08 Computer science
09 English/language arts
10 English as a second language
11 Foreign language
12 Gifted*

Special Areas *(Continued)*
13 Health, physical education
14 Home economics
15 Industrial arts
16 Mathematics
17 Music
18 Reading
19 Religion/philosophy
20 Social studies/social science

Science
21 Biology
22 Chemistry
23 Earth science/geology
24 Physics
25 General and all other science

Special Education
26 Mentally retarded
27 Emotionally disturbed
28 Learning disabled
29 Speech and hearing impaired
30 Other special education

31 Vocational education

32 All others

*If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and as part of that assignment you teach a specific subject area (e.g., remedial math, bilingual social studies, or gifted science), record the code for Basic skills, Bilingual, or Gifted as the assignment area.

16a. What is your current primary teaching assignment field at THIS SCHOOL, that is, the field in which you teach the most classes?
(Use the code numbers listed above to record your assignment field. If your teaching schedule is divided equally between two fields, record either field as your primary assignment in this item, mark box 1, and record the second field in item 16b.)

075 ☐☐ Primary assignment field code

076 1 ☐ Teaching schedule equally divided between two fields

b. Are some of your classes at THIS SCHOOL in other fields?

077 1 ☐ Yes — **In what field do you teach the second most classes?** *(Use the assignment field codes listed above.)* → 078 ☐☐

2 ☐ No

17a. What field do you feel BEST QUALIFIED to teach, regardless of whether you currently teach in that field? *(Use the codes listed above.)*

079 ☐☐ Best qualified field code

b. Do you feel qualified to teach any other fields?

080 1 ☐ Yes — **For what field do you feel second best qualified?** *(Use the codes listed above.)* → 081 ☐☐

2 ☐ No

18. Has your primary teaching assignment field changed since you began teaching?

082 1 ☐ Yes
- **What was your previous primary assignment field?** *(Use codes listed above.)* → 083 ☐☐
- **Counting this year, how many years has your primary assignment field remained unchanged?** → 084 ☐

2 ☐ No

19. For each of the fields in which you now teach (and for your best-qualified field, if different from your current teaching assignment), how many undergraduate and graduate COURSES have you taken in that subject area?
A course is one that meets 2—5 classroom hours per week during one semester or quarter. If you have taken both semester and quarter courses, enter the respective numbers in each column. Count ALL the courses that relate to the field(s) in which you teach, e.g., if you teach ANY math subject, count ALL math courses; if you teach ANY kind of special education class, count ALL courses in the field of special education.

If no courses were taken for a field for any column, enter "0."

Please refer to records if you cannot accurately recall your coursework.

Field (1)	Number of courses: Undergraduate Semester (2)	Undergraduate Quarter (3)	Graduate Semester (4)	Graduate Quarter (5)
a. Primary assignment field	085	086	087	088
b. Secondary assignment field	090	091	092	093
089 1 ☐ No secondary assignment				
c. Best qualified field	095	096	097	098
094 1 ☐ Same as primary assignment				
2 ☐ Same as secondary assignment				

SECTION 3 – TEACHER TRAINING – *Continued*

20a. Does your teaching assignment AT THIS SCHOOL include any classes in mathematics, computer science, biological/life science, earth science, or physical science in grades 7–12?

099 1 ☐ Yes – *Continue with 20b*
2 ☐ No – *Skip to item 21*

b. For each of the following science fields, how many undergraduate and graduate COURSES have you taken in that subject area?

(Enter "0" for each cell for which you have taken no courses.)

Field (1)	Number of courses: Undergraduate Semester (2)	Undergraduate Quarter (3)	Graduate Semester (4)	Graduate Quarter (5)
a. Mathematics	100	101	102	103
b. Computer science	104	105	106	107
c. Biology	108	109	110	111
d. Chemistry	112	113	114	115
e. Physics	116	117	118	119
f. Earth/space science	120	121	122	123
g. Other natural science	124	125	126	127

21. Did you take any education or teaching related in-service or college courses requiring 30 or more hours of classroom study during the past two school years, that is, in 1986–87 or 1987–88?

128 1 ☐ Yes – **For what assignment field was this training relevant?** 129 ☐☐ *(Use list of codes on page 7.)* → *Answer 22*
2 ☐ No – *Skip to question 23*

22. What was your MAJOR purpose for taking this training.

Mark (X) only one.

130
1 ☐ To fulfill initial certification requirements for current position
2 ☐ To maintain and/or improve qualifications for current position (including meeting recertification requirements)
3 ☐ To retrain to teach a different subject matter area
4 ☐ To retrain to teach at a different grade level
5 ☐ To retrain to teach handicapped students or students with learning disabilities
6 ☐ To acquire credentials in new nonteaching areas (e.g., administration, guidance counseling)
7 ☐ Other – *Describe* ▶ _____

23a. Do you have a teaching certificate in this state in your –
(1) Primary assignment field?
(2) Secondary assignment field, if any?
(3) Best qualified field?

b. If you do, what type of certification do you hold in each field? *(Use the codes below for type of certification.)*

c. In what year were you certified in each field?

Codes for certification
1 Regular or standard state certification (the standard certification offered in your state)
2 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)

Field	Have state certification? (a)	*If "Yes" in column (a)* Code for type of certification (b)	*If "Yes" in column (a)* Year certified (c)
(1) Primary assignment field	131 1 ☐ Yes 2 ☐ No	132	133 19 ____
(2) Secondary assignment field (if any)	134 1 ☐ Yes 2 ☐ No	135	136 19 ____
(3) Best qualified field (if different from above)	137 1 ☐ Yes 2 ☐ No	138	139 19 ____

SECTION 4 – CURRENT TEACHING LOAD

NOTE – Questions in this section request information on each class you taught for **the most recent FULL week** that school was in session. Please provide the information requested for that week whether or not it was a typical week. Report information on classes for which you were responsible even if you were absent at any time during the week.

24. In what grade levels are the students in your classes at this school?

Mark (X) all that apply.

140	1 ☐ Prekindergarten	148	9 ☐ 7th
141	2 ☐ Kindergarten	149	10 ☐ 8th
142	3 ☐ 1st	150	11 ☐ 9th
143	4 ☐ 2nd	151	12 ☐ 10th
144	5 ☐ 3rd	152	13 ☐ 11th
145	6 ☐ 4th	153	14 ☐ 12th
146	7 ☐ 5th	154	15 ☐ 13th
147	8 ☐ 6th	155	16 ☐ 14th
		156	17 ☐ Ungraded

25. Which of the following best describes the way your classes at this school are organized?

Mark (X) only one.

157
1 ☐ Self-contained class – You teach multiple subjects to the same class of students all or most of the day – *Continue with item 26a*
2 ☐ Departmentalized instruction – You teach subject matter courses (e.g., history, typing) to several classes of different students all or most of the day – *Skip to question 27, page 10*
3 ☐ Team teaching – You collaborate with one or more other teachers in teaching multiple subjects to the same class of students – *Answer either question 26 or 27 below, depending on which format better describes the way your classes are organized all or most of the day.*
4 ☐ "Pull-out" class – You provide instruction to students who are released from their regular classes – *Continue with item 26a*

NOTE – *ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS.*

26a. At this school, how many students were enrolled in the class or program you taught during the most recent full week school was in session? (If you teach two kindergarten or prekindergarten sessions per day, report the average number of students.)

158 _____ Students

b. Approximately how many hours did you spend teaching each of the following subjects during the week?

(If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour, e.g., 1, 2. If you did not teach a particular subject during the week, mark the "None" box.)

Subject (a)	Hours spent teaching in most recent full week (b)
(1) English/reading/language arts	159 _____ 0 ☐ None
(2) Arithmetic/mathematics	160 _____ 0 ☐ None
(3) Social studies/history	161 _____ 0 ☐ None
(4) Science	162 _____ 0 ☐ None

c. Did you assign any homework during the most recent full week?

163 1 ☐ Yes
2 ☐ No

d. Which of the following best describes the general academic achievement level of your students relative to the other students at this school?

164 1 ☐ Primarily higher achieving students
2 ☐ Primarily average achieving students
3 ☐ Primarily lower achieving students
4 ☐ Students of widely differing achievement levels

PLEASE SKIP NOW TO QUESTION 28 ON PAGE 11.

SECTION 4 — CURRENT TEACHING LOAD — *Continued*

Answer questions 27a–g below ONLY if you taught subject matter courses to different groups of students.

27. The following questions refer to the subject matter classes you taught AT THIS SCHOOL during the most recent FULL week school was in session. *(Complete a line of the table below for each period in which you taught a class. Exclude study halls, homeroom periods, unscheduled tutoring, etc.)*

a. What was the subject matter of each class you taught? *(Use the code numbers listed on page 11 to record your answer in column (a).)*

b. For how many periods per week does each class meet? *(If your school day is not organized by class periods, mark box 1 at the top of column (b) and record the number of hours per week that you teach each class.)*

c. What is the grade level of MOST of the students in each of your classes? *(Use numerals 1, 2, . . . , 12 for grades 1–12, PK for prekindergarten, K for kindergarten, and U for ungraded. Enter only one grade level for each of your classes in column (c).)*

d. How many students are enrolled in each class period?

e. For each class period, did you assign homework during the last full week?

f. What is the achievement level for most of the students in each class period you taught, relative to other students at this school?

Use these codes to record achievement level in column (f):

1 Primarily higher achieving students
2 Primarily average achieving students
3 Primarily lower achieving students
4 Students of widely differing achievement levels

g. For each class period you taught, was it advanced placement, bilingual, gifted, remedial, or special education?

Use these codes to record course level in column (g):

1 Advanced placement (AP) — Course that allows completion of college level credit, as defined by the College Entrance Examination Board
2 Bilingual
3 Gifted
4 Remedial
5 Special education
6 None of the above

Class period	Subject matter code *(2 digits)* (a)	165 1 ☐ No periods / Periods per week (b)	Grade level (c)	Number of students enrolled (d)	Homework assigned last full week? (e)	Class achievement level code *(1 digit)* (f)	Course level code (g)
1	166	167	168	169	170 1 ☐ Yes 2 ☐ No	171	172
2	173	174	175	176	177 1 ☐ Yes 2 ☐ No	178	179
3	180	181	182	183	184 1 ☐ Yes 2 ☐ No	185	186
4	187	188	189	190	191 1 ☐ Yes 2 ☐ No	192	193
5	194	195	196	197	198 1 ☐ Yes 2 ☐ No	199	200
6	201	202	203	204	205 1 ☐ Yes 2 ☐ No	206	207
7	208	209	210	211	212 1 ☐ Yes 2 ☐ No	213	214
8	215	216	217	218	219 1 ☐ Yes 2 ☐ No	220	221
9	222	223	224	225	226 1 ☐ Yes 2 ☐ No	227	228

SECTION 4 – CURRENT TEACHING LOAD – *Continued*

SUBJECT MATTER CODE NUMBERS FOR QUESTION 27a ON PAGE 10

Business/vocational
- 11 Accounting/bookkeeping
- 12 Shorthand
- 13 Typing
- 14 Other business education courses
- 15 Career education
- 16 Agriculture
- 17 Industrial arts
- 18 Home economics
- 19 Other vocational, trade, and industrial education

English/language arts
- 21 Literature
- 22 Composition/journalism/creative writing
- 23 Reading
- 24 English as a second language
- 25 Other English/language arts courses

Foreign languages
- 31 French
- 32 German
- 33 Latin
- 34 Russian
- 35 Spanish
- 36 Other foreign language

Mathematics
- 41 General mathematics
- 42 Business math
- 43 Algebra, elementary
- 44 Algebra, intermediate
- 45 Algebra, advanced
- 46 Geometry, plane/solid
- 47 Trigonometry
- 48 Analytic geometry/math analysis
- 49 Probability/statistics
- 50 Calculus
- 51 Other mathematics

Computer science
- 52 Computer awareness/applications
- 53 Computer programming
- 54 Other computer science

Natural science
- 61 General science
- 62 Biology/life science
- 63 Chemistry
- 64 Physics
- 65 Earth/space science
- 66 Other physical science
- 67 Other natural science

Social sciences
- 70 Social studies
- 71 History
- 72 World civilization
- 73 Political science/government
- 74 Geography
- 75 Economics
- 76 Civics
- 77 Sociology/social organization
- 78 Other social sciences

Visual and performing arts
- 81 Arts and crafts
- 82 Filmmaking photography
- 83 Chorus
- 84 Band
- 85 Drama/theater/dance
- 86 Music
- 87 Other visual/performing arts

Other areas
- 91 Driver education
- 92 Health
- 93 Philosophy/religion
- 94 Physical education
- 95 Psychology
- 96 Other courses not elsewhere classified

28. For the most recent FULL WEEK, what is your best estimate of the number of hours you spent on school-related activities during and after school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.

(Report hours to the nearest WHOLE HOUR. If you did not spend time on a particular activity during the week, mark the "None" box.)

School-related activities (1)	Hours spent (2)
a. During school hours **(1)** Classroom teaching (including field trips)	229
(2) Preparation	230 ___ o☐ None
(3) Nonteaching duties (e.g., bus duty, hall duty, lunch duty)	231 ___ o☐ None
(4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching)	232 ___ o☐ None
(5) Hours absent from school for any reason	233 ___ o☐ None
(6) Total school hours during most recent full week – ***Sum of a(1) thru a(5)***	234
b. After school hours **(1)** School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring)	235 ___ o☐ None
(2) Other school-related activities (e.g., preparation, grading homework, parent conferences, attending meetings)	236 ___ o☐ None
(3) Total after school hours during most recent full week – ***Sum of b(1) and b(2)***	237 ___ o☐ None

Remarks

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING

29. Do you agree or disagree with each of the following statements?

a. Teachers in this school are evaluated fairly.	238	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
b. The principal lets staff members know what is expected of them.	239	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
c. The school administration's behavior toward the staff is supportive and encouraging.	240	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
d. I am satisfied with my teaching salary.	241	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
e. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.	242	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
f. Teachers participate in making most of the important educational decisions in this school.	243	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
g. I receive a great deal of support from parents for the work I do.	244	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
h. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.	245	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
i. The principal does a poor job of getting resources for this school.	246	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
j. Routine duties and paperwork interfere with my job of teaching.	247	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
k. My principal enforces school rules for student conduct and backs me up when I need it.	248	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
l. The principal talks with me frequently about my instructional practices.	249	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	250	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

29n. Most of my colleagues share my beliefs and values about what the central mission of the school should be. [251]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

o. The principal knows what kind of school he/she wants and has communicated it to the staff. [252]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

p. There is a great deal of cooperative effort among staff members. [253]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

q. In this school, staff members are recognized for a job well done. [254]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

r. I have to follow rules in this school that conflict with my best professional judgment. [255]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

s. I am satisfied with my class sizes. [256]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

t. I make a conscious effort to coordinate the content of my courses with that of other teachers. [257]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

u. Goals and priorities for the school are clear. [258]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

v. The amount of student tardiness and class cutting in this school interferes with my teaching. [259]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

w. I sometimes feel it is a waste of time to try to do my best as a teacher. [260]
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

30. If you could go back to your college days and start over again, would you become a teacher or not? [261]
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

BEST COPY AVAILABLE

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — *Continued*

31. Indicate the degree to which each of the following matters is a problem in this school. Do you think it is a serious problem, a moderate problem, a minor problem, or not a problem at all?

a. Student tardiness	262	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
b. Student absenteeism	263	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
c. Teacher absenteeism	264	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
d. Students cutting class	265	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
e. Physical conflicts among students	266	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
f. Robbery or theft	267	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
g. Vandalism of school property	268	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
h. Student pregnancy	269	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
i. Student use of alcohol	270	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
j. Student drug abuse	271	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
k. Student possession of weapons	272	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
l. Physical abuse of teachers	273	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
m. Verbal abuse of teachers	274	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem

32. **At this school, how much actual influence do you think teachers have over school policy in each of the areas below?**

Indicate how much influence you think teachers have; use the scale of 1–6, where 1 means "No influence" and 6 means "A great deal of influence."

None → A great deal

a. Determining discipline policy	276	1☐	2☐	3☐	4☐	5☐	6☐
b. Determining the content of inservice programs	276	1☐	2☐	3☐	4☐	5☐	6☐
c. Setting policy on grouping students in classes by ability	277	1☐	2☐	3☐	4☐	5☐	6☐
d. Establishing curriculum	278	1☐	2☐	3☐	4☐	5☐	6☐

33. **At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?**

Indicate how much control you feel you have; use the scale of 1–6, where 1 means "No control" and 6 means "Complete control."

None → Complete control

a. Selecting textbooks and other instructional materials	279	1☐	2☐	3☐	4☐	5☐	6☐
b. Selecting content, topics, and skills to be taught	280	1☐	2☐	3☐	4☐	5☐	6☐
c. Selecting teaching techniques	281	1☐	2☐	3☐	4☐	5☐	6☐
d. Disciplining students	282	1☐	2☐	3☐	4☐	5☐	6☐
e. Determining the amount of homework to be assigned	283	1☐	2☐	3☐	4☐	5☐	6☐

34. **To what extent has each of the following people at this school helped you improve your teaching or solve an instructional or class management problem?**

Indicate how helpful each person or group has been; use the scale of 1–6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school.

No help → Extremely helpful; Not applicable

a. Principal or school head	284	1☐	2☐	3☐	4☐	5☐	6☐	7☐
b. Department chair	285	1☐	2☐	3☐	4☐	5☐	6☐	7☐
c. Other school administrators	286	1☐	2☐	3☐	4☐	5☐	6☐	7☐
d. Other teachers	287	1☐	2☐	3☐	4☐	5☐	6☐	7☐

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

35. How long do you plan to remain in teaching?

Mark (X) only one.

288
1 ☐ As long as I am able } *Continue with item 36*
2 ☐ Until I am eligible for retirement }
3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can } *Skip to item 37a*
5 ☐ Undecided at this time

36. In how many years do you plan to retire?

289 ☐☐ Years

37a. Which best describes your MAIN ACTIVITY during the previous school year (1986–87)?

Mark (X) only one.

290
1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching at the postsecondary level
6 ☐ Attending a college or university
7 ☐ Working in a nonteaching occupation in the field of education
8 ☐ Working in an occupation outside the field of education
9 ☐ Homemaking and/or child rearing
10 ☐ Unemployed and seeking work
11 ☐ Military service
12 ☐ Retired
13 ☐ Other – *Describe* ▶ _____

b. What do you expect your main activity will be during the next school year (1988–89)?

Mark (X) only one.

291
1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching at the postsecondary level
6 ☐ Attending a college or university
7 ☐ Working in a nonteaching occupation in the field of education
8 ☐ Working in an occupation outside the field of education
9 ☐ Homemaking and/or child rearing
10 ☐ Unemployed and seeking work
11 ☐ Military service
12 ☐ Retired
13 ☐ Other – *Describe* ▶ _____

Remarks

SECTION 6 – INCENTIVES AND COMPENSATION

38. For each of the following pay incentives, please indicate whether you favor or oppose the incentive, and whether you now receive the incentive.

Mark (X) one box in each column for each incentive.

	Do you favor or oppose the incentive? (1)	Do you receive the incentive? (2)
a. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers)	292 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	293 1 ☐ Yes 2 ☐ No
b. Additional pay for teaching in a shortage field (e.g., math, science)	294 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	295 1 ☐ Yes 2 ☐ No
c. Additional pay for teaching in a high-priority location (e.g., an inner-city school)	296 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	297 1 ☐ Yes 2 ☐ No
d. Salary increases as part of a career ladder in which teachers progress through several promotional levels based on their performance	298 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	299 1 ☐ Yes 2 ☐ No
e. A merit pay bonus for exceptional performance in a given year	300 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	301 1 ☐ Yes 2 ☐ No
f. A schoolwide bonus for all teachers in a school that shows exceptional performance or improvement in a given year	302 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	303 1 ☐ Yes 2 ☐ No

Remarks

SECTION 6 — INCENTIVES AND COMPENSATION — *Continued*

39. **The following questions refer to your before-tax earnings from teaching and other employment from mid-June 1987 to mid-June 1988.**

(Include only YOUR earnings. Estimate to the nearest hundred dollars. If you do not receive income from a particular source, mark the "None" box.)

a. During the summer of 1987, how much did you earn in —

(1) Summer school salary from this or any other school?

304 $ _____ .

o ☐ None

(2) Other SCHOOL compensation for summer work at this or any other school?

305 $ _____ .

o ☐ None

(3) Earnings from NONSCHOOL employment during the summer of 1987?

306 $ _____ .

o ☐ None

b. What is your academic base year salary for teaching for the 1987–88 school year?

307 $ _____ .

o ☐ Position is unpaid

c. During the 1987-88 school year, how much will you earn in additional compensation from your school(s) for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?

308 $ _____ .

o ☐ None

d. During the 1987–88 school year, how much will you earn from NONSCHOOL employment?

309 $ _____ .

o ☐ None

e. What is your total earned income from mid-June 1987 to mid-June 1988?

(Your answer to this question should be equal to the sum of your answers to questions 39a–d.)

310 $ _____ .

o ☐ None

40. **Do you receive any income-in-kind in addition to or in lieu of your school salary?**

Mark (X) all that apply.

311 1 ☐ Housing or housing expenses
312 2 ☐ Meals
313 3 ☐ Tuition for your children
314 4 ☐ Child care
315 5 ☐ College tuition for yourself
316 6 ☐ Car/transportation expenses
317 7 ☐ None of the above

41. **Which category represents the total combined income of all FAMILY members in your household during 1987? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older.**

Mark (X) only one box.

318
1 ☐ Less than $10,000
2 ☐ $10,000 — $14,999
3 ☐ $15,000 — $19,999
4 ☐ $20,000 — $24,999
5 ☐ $25,000 — $29,999
6 ☐ $30,000 — $34,999
7 ☐ $35,000 — $39,999
8 ☐ $40,000 — $49,999
9 ☐ $50,000 — $59,999
10 ☐ $60,000 — $74,999
11 ☐ $75,000 — $99,999
12 ☐ $100,000 or more

SECTION 7 — BACKGROUND INFORMATION

42. **Are you male or female?**

319 1 ☐ Male
2 ☐ Female

43. **What is your race?**

Mark (X) only one box.

320 1 ☐ American Indian, Aleut, Eskimo
2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)*
3 ☐ Black
4 ☐ White

44. **Are you of Hispanic origin?**

321 1 ☐ Yes
2 ☐ No

45. **What is your year of birth?**

322 [1 9][ ][ ]

46. **What is your current marital status?**

323 1 ☐ Married
2 ☐ Widowed, divorced, or separated
3 ☐ Never married

47. **How many children do you have who are dependent on you for more than half of their financial support?**

324 [ ] Number of children supported — *Continue with 48*
0 ☐ None — *Skip to item 49*

48. **What was the age of your youngest child on his/her last birthday?** *(If child is less than one year, please enter "0".)*

325 [ ] Age of youngest child

49. **Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?**

326 1 ☐ Yes — **How many persons?** → 327 [ ]
2 ☐ No

Remarks

SECTION B – RESPONDENT INFORMATION

The survey you have completed might involve a brief followup at a later time in order to gain information on teachers' movements in the labor force. The following information would assist in contacting you if you have moved or changed jobs.

50. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and most convenient time to reach you.

PGM 4

Your name 328	Spouse's full name	
Street address		
City	State	ZIP
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ My name 3 ☐ Other – *Specify* _____	
Days/times convenient to reach you		

51. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.)

Name 329	Relationship to you	
Street address		
City	State	ZIP
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* _____	

Name 330	Relationship to you	
Street address		
City	State	ZIP
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* _____	

52. Please enter the date you finish this survey. ⟶

Month	Day	Year
		88

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE MUCH APPRECIATED.

FORM SASS-4A (10-30-87)

☆U.S. Government Printing Office: 1988-548-[illegible]